

2020 Annual Report

Narrandera East Infants School



4214

Introduction

The Annual Report for 2020 is provided to the community of Narrandera East Infants School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

At Narrandera East Infants School we provide excellence in early learning in a stimulating, caring environment promoting a culture of continuous evaluation to ensure the best practice of quality educational programs. Our staff inspire students to develop a passion for learning and assist students to achieve personal success in all endeavours.

"Excellence in Early Learning through the provision of future focussed educational opportunities ensuring our students thrive as tomorrow's leaders, workers and citizens."

School context

Established in 1961, Narrandera East Infants School (NEIS) is a specialist infants only school offering quality educational programs to students from Kindergarten to Year 2, in a safe, nurturing learning environment. The school is located in a rural area of southern NSW and has a current enrolment of 57 students. Aboriginal students comprise 23% of students, 2% of students are from a language background other than English and 31% of our students are from low socio-economic backgrounds. The school has a proud history of strong engagement with the community, and staff enjoy a positive relationship with parents and caregivers. Together we share the responsibility of our students to ensure they become successful independent learners, confident creative individuals and active informed citizens.

At NEIS there is a strong focus on inclusion and student wellbeing that is reinforced through individual learning plans and the delivery of differentiated teaching programs.

All elements of quality teaching are embedded in classroom practice.

Our staff are all experienced and expert teachers who actively engage in professional learning directly linked to personal goals and strategic directions.

The school is supported by the Resource Allocation Model (RAM) equity loading in:

- Aboriginal Background
- Low Level Adjustment for Disability
- Quality Teaching, Successful Students
- Socio-economic Background

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

In reflection of the School Excellence Framework (SEF) Self Assessment during the Situational Analysis, student wellbeing is evident as a strength at NEIS. Evidence of this came from student and parent survey responses, teacher self reflection and a review of the many practices in place at NEIS. However, student attendance rates and consistent systematic wellbeing procedures will be themes pursued in 2021 and beyond. This planned approach to wellbeing practices will be implemented through a culture of continual improvement.

In 2021 and beyond the school will focus on improving effective classroom practice and use of assessment data to inform teaching. continuity of learning within our school and across schools, evidence based teaching practices, whole school assessment and reporting practices, and differentiation using progression data.

In 2021 and beyond the school will focus on improving cross-class collaboration and cross-school collaboration. Opportunity exists in the peer observation space, sharing teaching and classroom management practice, giving and receiving feedback, looking at the model of instructional leadership and professional learning in a collaborative space.

The 2018-2020 School Plan was a plan developed by one and implemented by three Principals. This in mind, the vision was difficult to sustain for all 3 years, and as a result the improvement measures anticipated were mostly under achieved. The process which acquired the most 'stickability' was Personalised Learning in particular the use of Learning Intentions and Success Criteria. As a result students have a clearer understanding of their learning and requirements for success and teachers have an enhanced understanding of educational research and support each other to put this into practice.

Apart from this achievement the lessons learned from the 2018-20 School Plan were to be more narrow in our focus and to use reliable research and literature to help support the achievement of high-impact improvement. The strategies outlined in a publication by the Centre for Educational Statistics and Evaluation that we at NEIS will be engaging in to help support us achieve improvement will be explicit teaching, effective feedback, and use of data to inform practice and wellbeing. These will be developed alongside the use of the SEF themes of effective classroom practice, assessment, data skills and use, a planned approach to wellbeing and attendance to guide our improvement journey.

Strategic Direction 1

Creating A Positive Learning Culture

Purpose

To provide all students with meaningful, effective, future focussed learning experiences through the delivery of a differentiated, personalised and integrated curriculum.

To engage and nurture every child by focussing on their social, emotional and physical well-being allowing them to become more receptive to learning and developing a greater capacity to achieve.

Improvement Measures

All students demonstrate growth in their ability to identify and articulate learning intentions and the importance of maintaining a healthy lifestyle.

All students will achieve success through differentiated, future focussed, personalised learning.

Progress towards achieving improvement measures

Process 1: Personalised Learning

Students use feedback on their learning to identify and articulate their learning intentions and to develop strategies to boost self management, social skills and resilience. This is supported by:

- ILP's /PLAN
- Formative self assessment strategies.

Evaluation	Funds Expended (Resources)
<p>In 2020 all classrooms had quality (outcomes-focused, ,easy-to-understand, age and/or stage appropriate, specific, data-informed, relevant) learning intentions (LI) & success criteria (SC) for 'writing - creating & composing' visibly displayed. Teachers and students actively and constantly referred to these LI & SC in a minimum of 2 writing lessons per week and feedback on learning was focused on the specified SC.</p> <p>Professional Learning involved teachers collaborating to develop quality LI & SC and classroom observations and related professional feedback created opportunities for teachers to improve in their use of LI and SC. Teachers were involved in reflecting and reporting on this work to consider the next steps for 2021.</p> <p>As a result of using LI & SC with related feedback, students have a clearer understanding of their learning and requirements for success, teachers have an enhanced understanding of educational research and support each other to put these into practice.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Literacy and numeracy (\$3485.00)• Aboriginal background loading (\$11356.00)• Socio-economic background (\$39048.00)• Low level adjustment for disability (\$45730.00)• Integration funding support (\$67887.00)• (\$0.00)

Process 2: Future Focussed Learning

Students are guided, encouraged and provided with opportunities to be future focussed learners through:

- STEAM
- Technology
- Visible Learning
- Flexible learning spaces

Evaluation	Funds Expended (Resources)
<p>In 2020 the work in STEAM, Technology and the use of flexible learning spaces continued on from 2019. The predominant work was done in 2019 and 2020 was a year of consolidation. The staff learning and their practices in Technology was particularly enhanced during the COVID-19 time as online</p>	<p>\$750 Seesaw subscription</p> <p>\$5000 purchase of ipads</p>

Progress towards achieving improvement measures

and at-home learning required new skills, understandings and practices. 'SeeSaw' was used as a means of delivering explicit teaching to differentiate student learning as well as a formative assessment tool. Staff and parent/caregiver feedback indicated that through the use of Seesaw, parent/carers felt more visibly connected with their child's learning, staff found Seesaw to be highly effective in collating student work samples, annotating and providing timely student:teacher and student:student feedback

The work in the 'Visible Learning' space was not a priority for the school in 2020 except for the work with Learning Intention, Success Criteria and Feedback which was a component of the school's work in Strategic Direction #1, Process #1 titled "Personalised Learning".

teacher release

Funding Sources:

- Aboriginal background loading (\$10000.00)
- Professional learning (\$7822.00)

Strategic Direction 2

Fostering Quality Teaching Practice

Purpose

To foster a culture of continued school improvement where teachers as leaders are committed to individual and collective learning to meet the needs of every student in an inclusive classroom environment. To build teacher capacity through targeted, professional and evidence-based learning practices to ensure the delivery of explicit, sequential and future focussed learning programs.

Improvement Measures

All teachers are working towards personalised performance and development goals, reflective of the teaching standards and linked to the current school plan.

All teachers are engaged in professional learning programs linked to their personal goals to further develop teacher capacity.

Progress towards achieving improvement measures

Process 1: Provide systematic, personalised professional learning that is relevant, future focussed evidence based and aligned with individual PDP's

Evaluation	Funds Expended (Resources)
<p>The Professional learning that was undertaken in 2020 was personalised and responsive to the needs of students and teachers and aligned closely with teacher PDP goals. There were obvious disruptions to face to face professional learning due to COVID19 restrictions, and therefore most professional learning in 2020 changed to online delivery, including Using the Learning Progressions. With the impact of COVID19 and home schooling, the direction of professional learning also changed to ensure teaching staff had the skills necessary to deliver online home learning. All staff undertook PL in using Google Classroom, SeeSaw, and Zoom.</p> <p>As a result of this whole school approach to Professional Learning in using technology to support learning, all teachers were able to continue to deliver quality learning and close monitoring of student progress. It actually opened up opportunity for feedback which was timely and effective. Students have a clearer understanding of their learning pathway for success and teachers have a collective understanding of how technology can enhance and support learning inside the classroom and at home.</p>	

Process 2: Engage in high quality professional learning in Literacy and Numeracy learning progressions.

Evaluation	Funds Expended (Resources)
<p>All staff have participated in either F:F or redelivery Literacy and Numeracy Progressions training.</p> <p>All staff are entering data in 5 weekly cycles in the sub elements Analysing and Interpreting Texts, Quantifying Number and Additive Strategies.</p> <p>Staff have identified what 'expected student growth' in the those sub elements are.</p> <p>Peer Observation cycles have included evidence of improvement in teacher practice in delivery of targeted sub element content including Learning Intentions and Success Criteria.</p> <p>Student Year 3 NAPLAN performance data in reading and numeracy is accessed, discussed, analysed and used to inform future practice in both</p>	

Progress towards achieving improvement measures

NEIS and NPS.

As a result teachers have a clearer understanding of the observable behaviours that indicate success and progress in student learning. Teachers are also collaboratively analysing data, using valid consistent judgement and engaging in quality collegial conversations that inform 'where to next'.

Strategic Direction 3

Promoting Effective Collaborative Leadership

Purpose

To enhance our collective ability to improve student engagement and learning outcomes through the continual expansion of teaching and leadership capacity. To enable and empower all members of the school community to demonstrate leadership and innovation through a collaborative approach to decision making in all areas of school curriculum, practices and policies.

Improvement Measures

All staff are actively engaged in professional learning to strengthen leadership capacity. All students demonstrate growth in leadership capabilities.

80% of parents/carers will become active, collaborative partners in their child's learning.

Progress towards achieving improvement measures

Process 1: Staff/Student Leadership

Staff and students are provided with many opportunities to develop and demonstrate leadership capacity.

Evaluation	Funds Expended (Resources)
In 2020 staff and students were provided many opportunities to develop and demonstrate leadership capacity. This was ongoing work within the school and relates Strategic Direction #3, Process #1 as 2020 focused on staff leadership development.	No resources specifically aligned to this work.

Process 2: Collaborative Leadership

Staff are given the opportunity to build leadership capacity through improved knowledge of curriculum innovation and compliance practices and targeted professional learning.

Evaluation	Funds Expended (Resources)
<p>In 2020 individual staff expertise was identified following a number of staff changes. Specific cross-class Key Learning Area timetabling enabled expert delivery of explicit teaching in individual staff areas of expertise, leadership capacity was developed as staff led curriculum areas in delivery and administration. End of year reflections of this model indicated teachers were more confident in this delivery and improvements to continue into 2021, with the possibility of collaborating with other schools.</p> <p>The focus of leadership in 2020 was the appointment of a new Principal requiring a reflect and reset of the school plan's initiatives in collaboration with the school community. Through inclusive practices the school community developed a well-informed Strategic Improvement Plan 2021-24 .</p>	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>SLSOs</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$21 356.00) 	Our 4 SLSOs continued to work flexibly to meet the needs at point of time of all targeted students. In 2021, structured play will be part of the Co-Educator timetable as a proactive measure to reduce playground incidents. Due to COVID-19 Co-Educators were able to partake in a suite of Professional Learning including Autism Online Training, and Disability Standards in Education.
Low level adjustment for disability	<p>SLSOs</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$45 730.00) 	Our 4 SLSOs continued to work flexibly to meet the needs at point of time of all targeted students. In 2021, structured play will be part of the Co-Educator timetable as a proactive measure to reduce playground incidents. Due to COVID-19 Co-Educators were able to partake in a suite of Professional Learning including Autism Online Training, and Disability Standards in Education.
Quality Teaching, Successful Students (QTSS)	<p>Teaching Staff</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Integration funding support (\$67 887.00) 	<p>What has been the impact of employing extra teaching staff?</p> <p>Data sources include student performance data, progression tracking, parent surveys, PDP annual reviews,</p>
Socio-economic background	<p>SLSOs</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$39 048.00) 	Our 4 SLSOs continued to work flexibly to meet the needs at point of time of all targeted students. In 2021, structured play will be part of the Co-Educator timetable as a proactive measure to reduce playground incidents. Due to COVID-19 Co-Educators were able to partake in a suite of Professional Learning including Autism Online Training, and Disability Standards in Education.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	32	35	40	31
Girls	24	20	27	25

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.5	95.9	93.7	90.9
1	92.5	91.9	93.8	95.1
2	91.5	92.6	92.1	94.5
All Years	92.9	93.3	93.2	93.7
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
All Years	94.1	93.6	92.9	92.1

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	3.03
Literacy and Numeracy Intervention	0.21
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.17
School Administration and Support Staff	1.45

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	185,702
Revenue	1,092,328
Appropriation	1,074,208
Sale of Goods and Services	9
Grants and contributions	17,708
Investment income	403
Expenses	-1,098,912
Employee related	-877,017
Operating expenses	-221,895
Surplus / deficit for the year	-6,584
Closing Balance	179,118

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 Approved SBA (\$)
Targeted Total	67,887
Equity Total	106,134
Equity - Aboriginal	21,356
Equity - Socio-economic	39,048
Equity - Language	0
Equity - Disability	45,730
Base Total	776,196
Base - Per Capita	16,114
Base - Location	17,257
Base - Other	742,825
Other Total	63,430
Grand Total	1,013,647

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Parent/caregiver, student, teacher satisfaction

Parent / Caregiver surveys indicated that 85% school families felt connected with and informed of school operations. The majority of parents acknowledged feeling welcomed and a part of the school community. 90% of families surveyed indicated they felt highly supported by the school during the COVID-19 lockdown. When questioned on their thoughts whether the school was improving over the year, some said it was difficult to tell due to COVID, however most recognised the physical resource improvement in the office / admin area was a great asset to support the school's efficiency. Families were very positive in their views of how our school caters for social and emotional growth and support, as well as our strength in sporting and cultural pursuits. Suggestions from families for consideration included going electronic for communications- using an APP for school communication and newsletters. Other suggestions were to keep the drop off and pick up routines the same, even when COVID restrictions ease as it has developed a strong sense of independence and improve teachers' readiness in the mornings.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.